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AUTHOR Canipe, Stephen L.
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ABSTRACT

Although the historical involvement of business in cooperative education has led to more insistance by some on a greater degree of involvement, others question not only the extent of business involvement but also the involvement per se. The fact that business participates in education and that schools seek and accept this participation provides strong reason for believing that each group benefits from the relationship. One of the best ways for business to get involved in education is to help in the formation of a local industry education council to assist youth in the transition from school to work. Business also participates through work study programs, tutoring programs, activities for the handicapped, and college faculty consulting. In addition to making available free classroom materials, business offers workshops and seminars for teachers and gives direct financial grants to educational institutions. Commercial efforts of business include industry-owned publishing companies and industry-run schools. In the popular press and educational journal articles dealing with the appropriateness of business involvement, claims of biased materials are countered with praises for business cooperation and high quality materials. Since the two are interdependent, business should continue to aid education. (YLB)

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DUKE UNIVERSITY

BUSINESS AND EDUCATION

EDUCATION 339

A CURRICULUM RESEARCH
PAPER PRESENTED TO

DR. WILLIAM CARTWRIGHT

DEPARTMENT OF EDUCATION

BY
STEPHEN L. CANIPE

DURHAM, NORTH CAROLINA

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CHAPTER I

FIRST EFFORTS AND REASONS

Business and industry have been asked to play a large role in educational matters and this part seems to be getting larger. As early as 1906 when the University of Cincinnati began its cooperative education program, business and industry have had a role in education.[1] The Cincinnati experience must have been a very positive one because the National Commission for Cooperative Education reported in the mid-1970's that approximately three hundred colleges and universities offerred one or more co-operative programs. Exactly what each institution meant when it identified a program as cooperative is not clear. Most seem to suggest that cooperative education is a ". . . planned and supervised program of alternating periods of classroom instruction and a work assignment or internship with close relationship to the academic studies that culminates in an academic degree."[2]

At least one researcher asserts that business ties to education date as far back as the 1700's. This assertion is given some credence as studying the evolution of the titles of the various cooperative efforts shows.

1. apprenticeships
2. cooperative education
3. manual arts and industrial education
4. progressive education
5. life adjustment education
6. technical training

7. comprehensive education
8. vocational education
9. career education 3

But whether one considers the 1700's or the 1900's as the starting date for industry involvement is of little importance. What is of importance are the relationships which occur among the various parties. Some relationships are beneficial for one or the other party and some are beneficial for each.

Several benefits accrue to the business which hosts the intern. These benefits are obvious 1)the industry is recruiting potential employees and 2) the training of the future full-time employee is underwritten at only a fraction of its normal cost. There are, in addition, some peripheral considerations such as good community relations (public relations) which in some organizations might be seen as primary motivators.

Benefits to business have assumed great importance as far as some educators are concerned. Assertions that "Although some businessmen are willing to enter into cooperative efforts with schools without the profit motive, they are unwilling to provide substancial resources at the risk of hurting themselves" have been made.[4] This type of allegation does not take into account the benefits derived by the students and the educational institutions which participate.

Most of the studies of the subject have dealt with college-age students. Student benefits for these college students have run the gamut from self-actualization to constant job opportunity. Between these extremes there lie freedom from parental ties, creation of real role expectations, chance to relate theory and

practice[5] and the list goes on and on.

Just as students and businesses benefit, so does the college or university. The degree of benefit varies among the institutions which participate in the cooperative program. Most schools view the internship as a furtherance of their prime objective - to educate students, education being broadly defined as academic and personal growth. Certain academic areas lend themselves to cooperative programs better than others. It is much easier to intern in teaching, nursing, or engineering rather than in French, mathematics, or history. All subject areas can benefit from the personal development identified earlier as a student benefit.[6]

Not all in cooperative education is advantageous. There is at least one major drawback, that being the program interruption necessary for off-campus work. This interruption can lead to a loss of "academic knowledge" and cause extra time to be used to achieve the degree.[7] Even if all the disadvantages were totally real they would be far outweighed by the advantages of the program to the business, student, and university.

Business involvement in the cooperative programs has led, perhaps inevitably, to more and more insistance on the part of some critics on a greater degree of involvement. The question seems to be a dichotomy. The first part is whether to involve business, and the second part is to what extent it should be involved. The answer to the first is not as clear cut as might be assumed. Many management executives seem to feel that no involvement might be the best course. Peter Drucker, perhaps the

most illuminating professor of management alive, answers the question rather succinctly when he says that the primary role of business, any business, is to perform the task for which it was created.[8] Drucker's argument is well founded and one which he exemplifies by the "business" of the universities. In the mid-1960's the universities decided to alleviate social problems in the inner cities. The utter failure of this endeavor indicates, at least to Drucker, that no business should attempt to go outside the competencies of that business.[9]

From this premise it must be stated that only the primary objectives of the business should enter into the decision-making process. This particular argument might be cogent if businesses were isolated on space stations or asteriods far from the constant struggle and interplay of real world situations. Drucker recognizes this. He is not a star-struck manager who thinks that business is isolated from the rest of society. He goes to great lengths in his magnum opus to elucidate his awareness of real-world situations. He makes the point that no pluralistic society, such as ours, has ever worked unless the main institutions in that society have worked together for the common good.[10]

What Drucker seems to be saying is that business should first make sure that its primary role is given its just importance. Only then should business acquire the expertise to work in the society which supports the enterprise and help in whatever fashion the expertise of the business allows.

The second question as to the extent of involvement is somewhat more difficult to answer. Following Drucker's advice to utilize

those talents available to secure a better society allows broad interpretations of involvement. Some businesses, through the nature of their enterprises, have more to offer the community than do others. Since this paper is dealing with only a particular range of community interest, namely education, it is not amiss to point out that certain businesses have taken on a primary role as educators of the public.

It is from this direct involvement that much controversy has arisen. The proponents of each side seem to have taken on a crusade which causes the real situation to be lost in the rhetoric of debate. Numerous articles have been published dealing with the benefits or risks of business in the classroom. Perhaps the more vehement denunciation of business involvement comes from the Ralph Nader school of consumer advocacy. Speaking for the Nader task force Shelia Harty says "Educational materials produced by industry may contain a more insidious bias in the covert marketing of ideological and cultural suppositions."[11] Harty is speaking of the free materials that have been produced by business to supplement the classroom supplies. This supplementing is one form of involvement in the educational process.

The author's area of expertise lies in the energy education materials being made available by electric utilities to schools and teachers. The primary reasons for the electric utilities involvement were summarized in a speech given at a statewide meeting of government energy officials and educational practioners. The points, while related specifically to the energy business, are applicable to any business.

A) Young adults in this country have in the naticnal energy assessment demonstrated their lack of energy knowledge and the more inputs that can be brought to bear on this problem the better.
B) Much of the classroom material used by teachers today, especially, textbooks, are outdated and in some cases carry erroneous information. Dissemination of timely,expert,appropriate energy information is our right and our responsibility.
C) Teacher education programs do not always provide basics about economics and the American free enterprise system. It is the right and the responsibility of U.S. business to help fill that void.
D) A shortage of funds in this country's school system are depriving our youth of needed educational aids and materials. It is the right and the responsibility of American business to help fill that void, where appropriate.

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From the beginnings of the cooperative programs to the providing of materials for classroom use, businesses have been involved in the process of education. The involvement of business in schooling was at first accepted with open arms. Today the debate over involvement continues more strongly than ever before. One need only consult the literature to see the immensity of the school and industry relationship. The amount of material written on this topic will fill several walls of any library. The purpose of this paper will be to sift through this research and rhetoric and analyze the scope and direction of trends in this field of bussiness and industry and education.

The organization of the paper will be to look first at areas of business involvement in education such as career and vocational education, classroom teaching aids, training workshops,

and financial grants. The second area of investigation will center in the area of proprietary efforts in text materials, and in industry-run schools. Lastly the author will attempt a short review of some of the popular press and educational journal articles which deal with the appropriateness of business involvement.

FOOTNOTES
CHAPTER I

[1]Willard Bostwick, "Cooperative Education: Vocational Implications," The Vocational Guidance Quarterly 21(December 1972): p. 120.

[2]Ibid.

[3]Otis Bowen, "Industry and Education Cooperation," speech delivered to the National Association for Industry-Education Cooperation Convention, Springfield, MA, 21 April 1978.

[4]Peter P. Horoschak, "The Reality of Business-Education Partnership Programs," Education and Urban Society 4(November 1971): p. 31.

[5]Bostwick, "Cooperative Education," pp. 120-122.

[6]Ibid., pp. 120-121.

[7]Ibid., pp. 121-122.

[8]Peter F. Drucker, Management: Tasks, Responsibilities, Practices, (New York: Harper and Row, 1973), p. 343.

[9]Ibid., pp. 345-346.

[10]Ibid., pp. 349-350.

[11]Shelia Harty, "Who Produced These Teaching Materials?" Today's Education 67(November-December 1978): p. 62.

[12]Stephen L. Canipe, "Industry in the Science Classroom," speech delivered at the State Educational Conference, Raleigh, NC, 23 February 1979.

CHAPTER II

AREAS OF INVOLVEMENT

Rationale

"School" is a term that has developed over the years and this word has attained quite a reverence among the American population. Webster's New International Dictionary lists twenty-nine meanings for school as a noun, thirteen meanings for school as a verb, and lists over one hundred seventy-seven words with school as a combining form.[1]

It is partly because of this devotion to the concept of school that career educators have so much trouble getting the student out of the classroom. The director of the United States Office of Education Career Center said

> "We must rid ourselves of the false assumtion that the best way to ready students for the real world is to lock them up in a classroom and keep them away from the real world."[2]

Much of the work in the area of career and vocational education in this country is to utilize the collaborative efforts of the formal education system, the home and family, and the business-labor-professional-government community.[3] Career education must involve members of the three groups. The rationale of career education is given by two broad objectives:

1) increase relationships between education and work and the ability of the individual to understand and

utilize the interactions; and

2) make work more meaningful (relevant). The emphasis is that career education is preparatory for work with every subject matter holding career implications.[4]

Because of these broad implications of education and business cooperation many leaders both within and outside education have called on the groups to join in a realistic partnership [5] for education as it relates to career topics.

Career education in this context has a much broader definition than just vocational education. Vocational education is commonly understood to be training for one of the skilled or semi-skilled trades--bricklayer, typist, mechanic. Career education includes vocational education but also includes such diverse fields as medicine, engineering, and teaching.[6]

Realization that most teachers at the elementary and secondary school levels have had limited work experience outside the school environment perhaps makes the statement by Kenneth Hoyt, Director of the Vocational Education Division in the United States Office of Education, more understandable. Hoyt says "Career education is not something which school personnel can do by themselves."[7]

Other Office of Education personnel cite studies showing widespread dissatisfaction with the business degree of involvement. These same studies show a high degree of interest on the part of the business community to increase its level of participation. The Office of Education spokespersons state more strongly than Hoyt that "...schools must end their isolation from the community and wire themselves into the economy."[8]

This wiring into the economy has a number of implications for schools and industries. For the schools there must be an increasing emphasis on information and processing skills, for the industry the emphasis will be on the commonality of job requirements, and for both schools and industries there need to be an emphasis on mutual respect and communication.[9]

The primary purpose, it is generally assumed, of education is to make life easier, better, and more fulfilling for students. Investigators have enumerated ways that career education will benefit students, part of the benefit carries over into the work role making the job requirements more understandable if not acceptable. Figure 1 displays some of these benefits for students and Figure 2 displays some of the benefits for business.

Figure 1. Career Education--Student-Worker Benefits

a. students get a more realistic education geared to future careers
b. students gain a greater awareness of the world of work which aids the school to work transition
c. students develop a decision-making process
d. students are provided with the opportunity to develop goals

Figure 2. Career Education--Business-Industry Benefits

a. workers gain a knowledge of what is expected before beginning the job
b. business has fewer job turnovers thus saving money and increasing productivity
c. business sees a satisfied work force reducing crime, welfare, unemployment, and stimulating the economy.

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The personalization of career education puts a premium value on students as persons. This personalization of training aims to help solve some of the current problems in education--the apathetic, self-centered, and dependent students. Figure 3 displays one person's view of the ways in which career education is superior to traditional education in the matters of student involvement and responsibility.

Figure 3. Comparison of Traditional and Career Educational Outcomes for Students

Elements	Traditional education	Career education
Task	encourages dependency	encourages responsibility
Motivation	apathetic	involved/creative
Peers	self-centered	interdependent
Teacher	power struggle	cooperative
Self-image	distorted/shallow	positive/realistic

11

The National Association of Industry-Education Cooperation sees the cooperative effort encompassing all the parameters listed in Figures 1-3. In addition they see career education as

> ". . . opportunity to stimulate change in the total school program through a community advisory group of decision-makers. . . and help educators acquire the appropriate skills to implement curriculum change." 12

Barriers

If there is to be any movement toward career education, the impact of the classroom teacher must be considered. The teacher role in the type of partnership desired by some is the key to success. There are several areas where teachers must be involved. First, teachers must understand the rationale for career education

in the classroom. Second, the teachers must have strategies to use career implications as motivational aids. Last, the teacher should be aware of potential changes that career education might make on the teaching learning process--the philosophy of education.[13]

There seems to be a widely held belief that teachers are the primary hinderance of career education. This view is demonstrated in the statement ". . . educationists, in particular, must cast away fears of interference with their domain and realize that education . . . is too important a task to leave solely to the educators."[14] Further credence is given to the belief that teachers actually hinder the process of career education by the allegation that teachers do not wish to emulate industry because of their fear of accountability. The logic that since business is familar with output control and teachers are not[15] leaves something to be desired. It is a real though among some of the very anti-teacher groups.

To this author the statement "If teachers do not take an active interest in solving this problem, it is doubtful that it will ever be solved."[16] is much more reasonable in describing the teacher's key role in implementing an effective program of career education (or for that matter, any program.)

Possibly the teacher and industry collaboration, partnership, or cooperation will evolve on its own. Some researchers have identified certain guidelines which should be followed. These guidelines were not developed specifically for career education but are applicable to it. There are seven guides to successful joint ventures.

1) The task must be jointly defined and all terms defined so that there is no misunderstanding.

2) Each group must sanction the task.

3) Abilities and responsibilities must be assigned to the participants.

4) Specific time limits must be set and adhered to.

5) Costs for each group must be estimated and accepted.

6) If possible, other power sources should be linked to the effort.

7) First steps of the joint venture should be geared to achieving success. [17]

It is this close linkage employed in the steps above that critics decry. They see in this partnership an uneven split of responsibilities. These disagreements come perhaps from the various models which have been advanced to facilitate execution of the career education program. Four models have been identified: School Based Model, Employer Based Model, Rural-Residential Model, and Home-Community Based Model.[18]

Each of the models listed has ranges of applicability. The two which have the most application to the consideration of elementary and secondary schools are the School Based and the Employer Based. The School Based Model has several basic precepts: restructuring basic subjects for career development; using guidance for decision making; and studying careers so that students leaving high school will know what they need to be able to take a particular job. The Employer Based Model utilizes work situations to instruct.[19]

The utilization of career and vocational education is not without its critics. It has been asserted by John Dewey, Randolph Bourne, and others that the use of a cooperative effort in career education will serve simply to freeze social-economic evolution thus assurring "social predestination."[20] The degree of this opposition might be seen in the paraphrase of a statement attributed to Watergate felon Charles Colson:

> "When you've got them by the schools their hearts and minds will surely follow." 21

Other factors than distrust and resentment also hinder effective cooperation. Some of these factors identified by Newfield and Duet are enumerated below:

1) Since training is expensive there needs to be some type of control over students returning to the employer providing that training.

2) If the retaining problem is solved, there is the problem of guaranteed employment.

3) School officials often do not know enough about the needs of industry.

4) Many legal restrictions exist in bringing students under 18 to industrial sites for training. 22

This small number of distrust factors should not be taken as all inclusive nor even particularly indicative of the scope of the problem. Other researchers have prepared lists of between seven and fifteen items.[23,24] The fifteen item list is most interesting since it approaches technical(qualified operators) as well as non-technical (lack of political astuteness). The complete list is reproduced in Figure 4 for comparison with the shorter list.

Figure 4. Barriers to Cooperation

1. fluctuating requirements
2. development and use of manpower information
3. credentialing
4. control and authority
5. trust by educators
6. control of "turfdomship"
7. communication
8. knowledge
9. lack of political astuteness
10. fear
11. short-circuit R & D
12. funding
13. qualified instructors
14. personal finances and reimbursement
15. requirements for promotion and salary

25

The facts that problems exist in setting up and conducting programs for career education, that business still participates in education, and schools still seek and accept business involvement provide strong reason for beleiving that each group is getting something from the relationship. The relationship is not mandated by law, rather through the joint perception of benefit. The President of the National Association for Industry-Education Cooperation, Donald M. Clark, said the reason for the success of the business and education partnership was due to identified priorities, formulated objectives, community-based implementation strategies, and provision for community evaluation.[26]

More is required of the business partner than mere cooperation. There must be active participation.[27] This active participation will make WORK no longer a dirty four-letter word.[28]

Some cooperative programs will not be successful. Those programs ". . . which survive will be ones that come to grips with the relationship of in-school and out-of-school reality dealing with individual growth in a context of common values, those which prepare a student to cope with society's norms as well as to change them."[29]

Councils

There are probably many ways for businesspeople to get involved in the educational process, but according to the National Association for Industry-Education Cooperation(NAIEC) one of the best ways is to help in the formation of a local Industry Education Council. This local council will assist the youth as they make the transition from the educational arena to the work-place. This transition is highly desirable according to Don Clark, President of the NAIEC. He sees changing work requirements and states that the councils can help keep the schools abreast with changes affecting their students.[30]

The ways in which councils work seem as varied as the number of councils. Some set up career centers, communication areas, and retraining areas. Sometimes there is cooperation with labor, management, health and welfare agencies, vocational education departments from colleges and universities--and the list goes on.[31] Other researchers have provided more extensive lists of specific activities,[32] but the same general topics appear.

At least one author, Barton, thinks that work with local education councils can provide benefits both to industry and education. He sees there being seven critical issues which must be addressed. Barton poses his issues in question form.

1) Can manipulation of the educational system lower youth unemployment?

2) Why do adults not seek educational renewal?

3) Can collaboration as oppossed to cooperation take place without a great change in public sentiment?

4) What defines the "community"?

5) What about joint funding to prevent any one group from taking over?

6) Is there significant interest in forming and maintaining a council?

7) Which would be the lead group in establishing the councils, public relations, expertise base. . .? 33

The NAIEC, which offically began in 1964, has as its purpose the mobilization of industry resources to improve the relevance and quality of education.[34] The accomplishments which the president of the NAIEC claims have occurred fulfill most of Barton's issues. According to the NAIEC, priorities have been identified, objectives have been formulated, community-based implementation strategies have been developed, and provision has been made for on-going evaluation.[35]

It seems obvious that the local council of business and education has become widely accepted in many areas. Whether these councils will be open to criticism and change as NAIEC thinks, is a question which will have to await resolution by time and performance.

Some business leaders do not feel comfortable when cast in the educator's role, instead they prefer to work in areas such as finance, budget, and management.[36] This work is very important but does not really address the total education picture. Curriculum innovation and development are areas where business can also get involved.

Program Involvement

The oldest and, seemingly, most widely accepted form of collaboration is the work study program. These programs have been around for a number of years and have enjoyed many approving words from school and business alike. Problems do exist in this area as is demonstrated by the low enrollments in some of these programs. For example a school with 3700 students had only 200 participants in the work study program. There was also substantial disagreement over what the school adminstration said and what the students actually did.[37]

Many more students in other locations, Cleveland for example, benefit from the work study experience. About 69% of the students in grades 11-12 are enrolled in vocational education. Many of these students (70%) remain with the same employers who granted the work experience.[38]

Certainly not all programs are as successful as the Cleveland experience, but the fact that at least one program has met with a high degree of success and acceptance is reason to believe that it is possible for other locations. Some, if not most, of Cleveland's experience was based on the local business and education council's recommendations. Business involvement is believed by some to be critical for success. Reasons given include the fact that since few teachers have done anything but teach they are not capable of seeing the whole picture. This lack of teacher experience has led to a call for greater involvement of teachers in the work place outside of the classroom. This

involvement would be difficult given the complexities of the school calendars but the proponents say the extreme importance of knowledgable teachers is worth working with the difficult calendar.

A number of problems regarding career education can be more easily handled with receptive teachers. Sources of career information will be clearly identified. This will aid the student who is seeking a career and business which is seeking employees. The job placement programs, the education and training in the occupational community, work-experience and work-study programs, and many others can be more easily solved if the teachers are geared to thinking in career terms.[39]

Programs localized to their communities such as the Experienced Based Career Education Program[40] have demonstrated that "Education and business can and should increase the cooperative efforts. . .. It is to the mutual advantage of both education and business to do so, to become more closely allied in advancing human progress."[41]

Since many researchers seem to agree that the teacher is the keyperson in implementing the career education which is vary visible, it will be necessary to get that teacher into the appropriate program. The program suggested earlier involving a type of teacher-internship was tried. The program was designed to demonstrate to teachers the real world. Teachers who volunterred were employed full time in the summer and had to agree to take career education courses for the next two semesters. Evaluation of the effectiveness of the program did not show significant gain

in knowledge or attitudes. This lack of gain was attributed to the fact that the teachers in question already held positive attitudes toward business.[42]

Other writers have devoted much effort to the development of lists of activities other that work study in which businesses can become involved. A composite list for both secondary and post-secondary schools follows.

1)A "year in industry" for the professor;
2)Adjunct professors from industry teaching specialized classes;
3)In-plant courses;
4)Reverse sabbaticals;
5)Joint research and development;
6)Assist with topics for senior projects and master's theses; [43]
7)"In-residence" programs;
8)Provision for student dialogue;
9)Help schools with computer systems;
10)Help schools with accounting systems;
11)"Take-a-student-out-to-dinner night";
12)Endow chairs of economics; [44]
13)Provide field trips;
14)Provide resource persons;
15)Provide for teacher training; [45]
16)Provide opportunities for entrepreneurships; [46]
17)Contact with outside consulting with colleges. [47]

Each of the items listed requires a partnership arrangement between business and education. But, as with any other partnership, limits must be set which are agreeable to each partner. There is no one best form for the division of responsibilities, rather there needs to be a willingness on the part of the partners to discuss freely and openly problems that arise.

The list above recognizes areas where involvement can take place. There is not, however, any statement of the activities most often pursued. One writer has placed, in an order, a list of the ten most cooperative ventures.

1) Speakers
2) Field Trips
3) Career Developement Material
4) Material and Financial Resources
5) Student Jobs
6) Student Internships
7) Extracurricular Activities
8) Curriculum Review and Development
9) Teacher Training
10) Interaction With Parents and Community Groups 48

At this point an examination of some specific programs rather that general comments might be helpful. Each of the programs which will be discussed appear to have answered the question, "What is the primary concern--where something is taught or what is taught?" with a resounding what is more important that where or by whom. Again each of the successful programs which will be described has tailored the activity to meet the needs of the community. In the 1978-1979 school year the Charlotte Chamber of Commerce asked local businesses to help tutor students for the North Carolina competency tests in reading and mathematics. The attempt was made to pair specific businesses with particular schools in order that a closer relationship could be established. This author, as Supervisor of Educational Services for Duke Power Company (one of the ten largest investor-owned electrical utilities in the United States), was involved in the tutoring program from the outset.

Duke Power employees not only participate in the tutoring program but also work with another Charlotte-Mecklenburg School Program--the Academic Internship Program. The Academic Internship also calls on employees to volunteer time to work with students in various engineering, scientific, and business areas. The program is designed for the high achiever--the non-trouble maker.

Other areas, notably Pittsburg and Newark, have attempted internship and career development activities with a somewhat different student than normally finds his way into the Charlotte-Mecklenburg program. The results from these programs are extremely encouraging. The Pittsburg program is described in glowing terms. The idea of using business and industry to help the disadvantaged is termed a ". . . behavior modification using cooperative education as the catalyst."[49]

The Newark program was similar except that its "average student" was in worse shape than the Pittsburg student. A Newark composite student left high school in the 9th or 10th grade, was reading 3 years below grade level, was living in poverty, needed a job and money, had difficult home conditions--generally broken, was exposed to crime and drugs, and had no cultural experiences.

Although the school began with students having such a discouraging background, they tallied some amazing feats. Their school attendance was normal, two-thirds remained in the program and graduated, 65%-70% were offerred permanent employment, 15% of the graduates went on to college, the personal habits and self-esteem showed decided improvement.

This program showed that it is possible for "Business and industry. . . to become adjunct institutions. . ." in a school situation.[50]

A program designed and implemented by the Atlanta Technical School displayed that cooperation is also possible in the business situation. The design of the Atlanta program was to develop meaningful relationships. The teaching staff was recruited from

business; teaching was done in the business establishment. Employees could take advantage of the schooling on the job site. Each party--school and business--benefited from the arrangement of the Atlanta program.[51]

A spokesman for Central Michigan University's Personal and Career Development Institute noted that the university's committment had led to

> ". . . corporate input, to individualized advising and curricula, to flexible program location and course scheduling, and to experimental learning." [52]

This type of cooperation has helped assure that the university has meaningful and relevant course offerings and a faculty which is attuned to practical situations. The older part-time student allows university faculty members to experiment with varying schedules and facilities.[53]

There is another way that business can gain through association with college faculty. This comes in the area of faculty consulting. A consulting arrangement allows the college to attract persons who ordinarily could not be persuaded to come to the campus. Business benefits from the consulting arrangement by having access to research data without having to maintain a large and costly research department.[54]

One researcher reports that an Independent Association project charges industry $15,000 to $25,000 per year and in turn gives industry all the research publications and allows attendance at all conferences and seminars.[55]

Labor

The impact of labor in education seems confined to certain areas. The broad areas that business enters are not found in labor involvement. As might be expected labor is not interested in anything which would cause students to compete with laborers for any available jobs. The antipathy also includes lowering the wages paid for a particular job.[56]

Some activities garner higher acceptance levels from labor than others. One research study described a list of favored activities in the area of career education.

	% FAVORING
a)Labor should assist in determining knowledge, skills, attitudes.	67.7
b)Labor should help set student performance standards.	51.6
c)Labor should be directly involved by representation on the school board.	48.4
d)Labor should teach career-related content.	43.4
e)Labor should review the adequacy of career-related material and equipment.	51.7

[57]

These figures were derived from a mailed questionnaire. Thirty-seven percent responded to the questionnaire. All the respondents were labor union officers.[58] A general observation from examining the labor movement is that there is simply not enough committment on the part of labor to make much of an impact on the educational system. The fairly low percentage of respondents

to the survey by Duet (as noted earlier) is, perhaps, indicative of the lack of interest and/or committment on labor's part. Labor has contented itself, it appears, with the role of observer and critic of business involvement in the educational system. One possible explanation for this is attributible to the comparative freedom that businesspeople have in setting their work hours and the relatively more structured time schedule for labor.

Classroom Aids

In addition to providing career training and career experiences, business has also made available large amounts of both printed and visual materials for the classroom. This particular practice of free classroom materials is comparatively a recent innovation. At least as early as 1916 there was a teacher at Central High School in Springfield, Massachusetts who cited local business and industry as a source for free science materials.[59] From the early efforts of Clarence Hall in Springfield has sprung a plethora of guides, lists, catalogues and brochures for free materials. The first effort to collect and amalgamate the lists came in 1934 when Dr. Horkeimer founded the Educator's Progress League (now the Educator's Progress Service).[60] This one guide has grown and matured (now in its 45th edition) and has been joined by a number of others such as:

Free and Inexpensive Learning Materials from George Peabody College--began in 1941.

Selected Free Materials for Classroom Teachers from Falcon Press--began 1965.

The Kenworthy series of Studying About_____ books from Teacher's College, Columbia University

and the list goes on and on. Almost every public utility has a materials catalog; many journals and magazines have reader service cards offering free teaching materials.[61]

While many of the materials have application to many grade levels and subject areas, bu far the most material is available in the areas of science and related areas. The second most common area is in the social studies with home economics being a close third.[62]

There is some criticism leveled toward businesses which provide free materials. The criticism from business toward some non-business suppliers of free materials is equally vituperous. As an example Dr. Jack Francis of Florida Power Corporation speaking before a group of electric utility executives said,

> "There are many, many organizations providing educational aids to the teachers and students. . . and unfortunately some of the information, through ignorance of those preparing it or on purpose, is erroneous, distorted, misleading." 63

Whether teachers will be called on more and more to make the difficult decisions as to the worth of materials is certainly important. What the materials are called will have an impact on whether teachers use or do not use them. There seems to have been a gradual lessening of hostility as one examines the terminology shift over the past 25-30 years. First it was called "propoganda" then "advertising matter," later "industry aids," "sponsored sources," and today "free materials."[64]

No one is in a better position to evaluate the classroom

effectiveness of material than the teacher. To say that the teacher is unwilling or incompetent to make that decision denigrates the teaching profession. If the allegations be true then the disease(poor teachers) must be treated not the symptom(poor choice of free material), A good teacher can use any material no matter how slanted to instructional advantage in the calssroom.

Business has entered the schools in areas where schools might be hesitant to start programs--music, art, industrial arts, and home economics. Once credibility has been established other program areas such as science, civics, and social studies can receive business help.[65]

Into what kind of help categories do these classroom aids fall? From the 20th Edition of the Educator's Guide to Free Science Materials there are the categories listed below.

Category	number of items
films	1032
filmstrips	36
slide sets	25
transparency set	1
audiotapes	52
scripts	1
transcriptions	5
printed matter	482

The listings for 1979 showed better than 16% of the sponsoring agencies as new and 29% of the listed items as new.[66]

Whenever many new sources and new materials are offerred it indicates a rather large committment to provide these materials. Educator's Progress Service does not offer any regionally limited materials so the numbers indicate national and in some cases international availability.

Some businesses have adopted certain schools or systems for specific help. Chrysler and Michigan Bell support strongly the vocational programs within the state of Michigan. Detroit Edison in both Detroit and Port Huron, Michigan has involved itself in improving science and engineering instruction as well as improving the social studies offerings.[67]

At times umbrella organizations like the United States Chamber of Commerce will offer free materials. The U.S. Chamber of Commerce, for example, has available kits for the teaching of economics education, career education booklets, and proceedings from the High School Business Symposium.[68]

In the electric utility business the trade group is called the Edison Electric Institute or EEI. This group has developed an educational component that services the local utilities. In a survey conducted in 1978 it was discovered that many electric utilities were getting into the education area for the first time. Some of the most relevant survey results are listed.

Age of program: 17% less than 2 years old
37% less than 7 years old

Scope of program: greater emphasis on K-12

Use of EEI materials: 88% reported some use

Types of programs: conservation---89%
safety---------79%
energy information--91%
career information--90%
economics----------64%

[69]

These data are strongly indicative that the utilities are promoting conservation, energy information, and career education. Each of the programs which the utilities heavily support are

definitely of importance to the companies. Some of the informational activities of the electric utilities have drawn heavy criticism from consumer groups.

Whether electric utilities, Kellogg's cereals, Bic pens, or some other company is involved there seems a trend toward more educational involvement. The indications are that not only are new businesses becoming involved but that the depth of the involvement is also increasing.

Workshops

A number of businesses have begun offering workshops and seminars for teachers. The ways that these sessions are conducted varies among the various groups. Some of the workshops are quite short encompassing only a few hours; others are very extensive requiring ten to eleven weeks to complete.

The author has had personal experience in setting up and running week-long live-in workshops--Duke Power Company has offerred a 3E's Workshop for the past six years for teachers within the service area (area where Duke provides the electricity). Many things enter into the planning. One of the primary objectives is to make sure that the presentations are open and not blatantly biased in favor of the company's position. From the outset the participants know which of the various presenters work for the company and which represent outside interests. It is not the purpose of the 3E's Workshop to provide a forum for antipower or anti-technology speakers. It is, rather, a place to explore ideas, to gain some background on the various aspects of electric power

generation. Discussion and questions from the participants are encouraged. Evaluations are conducted for each presenter. The evaluation forms are narrative with a 1-10 rating scale for the presentations value in the classroom.

Not only does Duke conduct live-in workshops, but the Educational Services staff travels to the various school systems within the service region to conduct local workshops. The particular topics for these local workshops are decided by the local school officaials. The topics may range from educational games, how energy fits into the state science curriculum, energy activities, or any of a number of other areas. Nuclear power, perhaps the most controversial topic, is addressed only upon request. The Educational Services staff does not feel that it is their responsibility to proselytize in favor of nuclear energy. In other words, there is not a "company line" that must always be presented. The degree of openess and candor on the part of top management at Duke Power is one of the reasons for this lack of official policy when speaking. The President of the company has often been heard to say regarding energy information,"If people are told the truth then those who can think will think correctly and those who cannot or will not think will not matter in the long run." This kind of positive attitude permeates Duke Power and is demonstrated in all aspects of educational services--no pressure propoganda is necessary.

At least one writer suggests that many aspects of the community be brought together to help in solidifying plans for workshop programs.[70] The author does not feel that this is necessary

in all cases. When, as in the case of Duke Power, the planners have educational backgrounds of teaching, adminstration, and educational consulting there seems to be no need nor value in having a number of outside people involved in the early stages of planning. Duke does offer its workshop program (summer and academic year sessions) through the auspices of either community colleged and/or local school systems. It is felt by the company that this assures no overt propoganda.

Financial Grants

Whenever direct financial grants are given to educational institutions there are many fears on the part of both doner and donee. In the case of schools there are two main fears. First, and perhaps most importantly, is the fear that the primary goals of education might somehow be circumvented through acceptance of outside monies. Secondly, the fear on the part of some educational institutions to open themselves up for scrutiny.[71]

The first fear that educational goals might be somehow subverted seems to be widespread. The admonition of a number of writers is very direct--schools should not be brothers to business.[72]

Schools seem to have a sense of danger from even the most benefescent corporations. There is reference made to schools loosing their independence, departments becoming for sale, subverting their educational objectives.[73] Whether or not there is any real basis for these fears is irrelevant, if schools and their adminstrators perceive the risk as real then it will be, at least as far as they are concerned. One university adminstrator speaking

to these perceived risks gave two common sense suggestions to all those in academia who had concerns.

1) Dispel the myths that corporations are responsible for all the wrongs in the country.

2) Display a willingness to bring the best available insights from the corporation to improve education. 74

Some schools taking this common sense approach and making contacts found some very interesting things happening. While some businesspeople started out to help and inspire they became inspired themselves and were able to dismantle the cocoon of ignorance they had concerning education.[75]

Industry leaders have had some vague feelings of mistrust about education and its functions. There has been a general, undefinable feeling that if industry wishes to do any educational work it might be necessary to control the academic institution. This idea must be overcome; there are myriad ways in which the cooperative spirit will keep the proper perspective on industry and education.[76]

By no means do all business and industry people have a fear of academia. Many have already overcome this fear.

Perhaps it is those businesses which have overcome the fear that have accepted voluntary giving to private higher education as part of their social responsibility. In a number of cases this dollar contribution is being expanded to include the public colleges and universities.[77]

Volunteer work sometimes takes the place of or sometimes is in addition to dollar gifts. Several notable examples of time

volunteering can be seen in the New Orleans program begun in 1977. A similar effort attempted in 1972 failed. The analysis of why failure in 1972 and success five years later has not shown significant differencies in the five year period.[78]

Detroit city schools have had the same type of effort on the part of business and industries in the city as was found in New Orleans. If anything, the Detroit schools were in worse shape with debt of $74 million, three millages refused, students scoring in the lowest percentile in reading and math in the state of Michigan. The business leaders appointed to help solve the problem worked long hours to find exactly where the problems lay.[79] These leaders then took a lead role in arranging low-interest loans, improving the bond rating, and analyzing the adminstrative structure.[80]

Business and industry helps at all educational levels from kindergarden all the way through graduate school and adult education. Different levels tend toward particualr programs. Much of the difference in programs stems from different perceptions of need among those who are receiving the aid.

College programs from business and industry take several forms but the most common seems to be the funding of corporate chairs. These chairs are most often found in the area of business. The reasons for the creation of these business and economics chairs are identified by some writers as corporate executives who believe colleges teach courses which downplay capitalism or desire to push one particular viewpoint. The counter to the capitalism denigration is a concommitant praise of socialism by the professors. The chairs can help present a more objective and realistic picture.[81]

An analysis of the corporate chair is fairly illuminating. The first chair was founded in 1963 by Michael H. Mescon at Georgia State University. Of the chairs in business and economics thirteen of the eighteen oldest are found south of the Mason-Dixon Line. Also nine of the newest thirteen are also found in the South. One writer in analysis of the chair phenomenon suggests that free enterprise activitists began the chairs as a reaction to their unhappiness to Galbraithian economics. This analysis might be a bit narrow but there are reports of strong pushes on the part of corporations to make sure that the philosophy of free and private enterprise be taught in the business schools. This push from business seems to have been met with open hands from the fund hungry campuses. The funds invested are substantial--in 1977 corporate gifts to universities and colleges were in excess of six hundred million dollars.[82]

It seems that there is one thing which colleges and universities and schools desire from the business community--consistency. Of course, general cooperation is desired but the fat year-lean year activity wrecks budgets. The committment to funding a Chair of _____ seems to be more desirable than funding institutes, workshops, and other similar programs. Chairs seem more immune to the dollar pressures which affect, to some extent, all programs funded from a private positive profit picture.[83]

Summary

This chapter has traced briefly many of the areas of business involvement in the schools. Much of the effort has

gone to support career and vocational education programs and the number and quality of the references give support to this fact. Some of the program areas like classroom aids have had far less written about them but judging from increased interest on the part of consumer groups more may be just around the corner. The same general statement can be made about workshops. There has just been too short a time to analyse the impact.

Through direct grants of money to the schools there has grown the "corporate chair" idea. This type of assistance seems to be a more regionalized phenomenon and perhaps, although no current evidence exists, also be a political occurrence.

All of the discussion in Chapter II has dealt with open aid to teachers, students, and schools. Chapter III will deal with those type of business excursions that are not all so open and above board--those areas of industry-owned publishing companies and industry-run schools.

FOOTNOTES
CHAPTER II

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CHAPTER III
COMMERCIAL EFFORTS

Text Materials

Some observers have noted fairly extensive expansion on the part of big business into the publishing arena. This observation has also caused some people great concern. A decreasing number of publishers who do not have big business connections could be viewed through conspiratorial glasses were there the tendency to do so.

Since Christopher Sauer began the first textbook publishing company in the United States in 1773 there has been growth associated with the industry. In 1950, the high water mark for the number of publishing companies was reached with sixty major companies accounting for 90% of all textbook sales. Corporate diversification since 1950 has seen a number of businesses acquiring publishing houses. The figure below shows how some of the major mergers affected the publishing companies.

Business Company	Publishing Company
ITT	Bobbs-Merrill
Litton	American Book Co.
	Van Nostrand
Xerox	Ginn and Co.
CBS	Holt, Reinhardt, & Winston
	W. B. Saunders
GE and Time	Silver Burdett
Bell and Howell	Charles E. Merrill
RCA	Random House
	Singer Co.
Rayethon	D. C. Heath

The concentration within the publishing industry has continued so that in 1978 seven firms controlled 67% of the market. These biggies were ITT, Litton, Westinghouse, Bell and Howell, RCA, CBS, and Xerox.[2]

The questions which must be asked are the ones demanding to know if there is any collusion among the businesses and the extent of the bias which appears in the textbooks. Since the books are written it seems obvious that there will be evidence of the author's point of view. The reader will be led to the conclusions which the author has reached. There is nothing inherently wrong in this approach. The dangers which could occur in this type of authorship is if there are controversial facts which the author has taken for granted and bases his conclusions as if the facts were totally true.

It seems to this author that the scenario outlined above is the most logical sequence of events. The teacher who is using the text materials is the one upon whom the decision to explain or not devolves. The threat of an oligopolistic publishing industry thwarting reasoned and open debate as seen by some observers[3] is one which deserves attention. To see a company in every business expansion as engaged in a conspiracy is stretching the creditible.

Constant vigilence is necessary on the part of publishers, educators, and business to prevent the summary abandonment of text materials which occurred in the first part of the twentieth century from reoccurring. Business was at fault here in the tactics which were used.[4] The books may or may not have been truely objectionable, but there are few in either business, education,

or publishing which would condone the type of censorship were it to occur today.

Some would accept this type of meddling in the publishing industry by saying that the ends justifies the means. This type of justification must not be permitted no matter how seemingly good the output. As an example, money must not come from the federal government to enable us to find solutions to the energy problem.[5]

Constant vigil without paranoia is the best description of a fix for business controlling the publishing industry. This is not easy but also not impossible.

Business Run Schools

Another area where a certain amount of paranoia seems to exist is the business-run school. Not as much has been written dealing with the problems associated with the impact of the business involvement in setting up schools. Those who are concerned are greatly concerned.

If corporations were to choose to take over the schools the reason would probably be that the schools were not meeting the the perceived needs of the business. The changes seen by one writer is that the multinational corporations who because of their size will take over the educational system. Indeed if the multinationals did choose to take over the economic clout is available and they are immune to regulation from the United States. Over 40% of the net profits of 298 United States based corporations is earned outside this country.[6]

Whether or not the corporations take over education is an unanswered question but a great deal of money has been spent on employee education programs. The American COuncil of Education issued a report showing that 610 corporations spent two billion dollars on employee education in 1975. Half the corporations in this survey employed 45,000 teachers on a full time basis. This trend toward corporately funded education might well continue given the belief that corporate executives have concerning the success of the present system. Eighty-one percent of these executives saw higher education as either fair or as a failure; eighty-six percent stated an interest in starting their own university.[7]

> "Some educational commentators believe that industry controls the schools--though overwhelming representation on boards of education, through domination of curricula as represented by the production of textbooks and educational hardware and through pressure on schools to prepare youth for jobs and careers in industry."[8]

Industry has, indeed, been a prime mover in many educational endeavors and not always with totally altruistic motivation. The Smith-Hughes Act of 1917 had tremendous support from industry. One observer notes that support was given to help industry to prepare farm boys for work in the factories and farm girls for house work.[9]

If industry were to find the take-over of education to be in its best interest there is little doubt that a concerted effort could be made. To attempt a take-over would be a complicated undertaking and, while some people fear that it might occur, there seems little evidence that it is occurring. Evidence exists only

that it is possible from the monetary standpoint but no desire to take over. . .traini.. of employees has been used as an example of the effectiveness of these training programs. As with allegations of a corporate take-over of the publishing industry these of a take-over of the schools must be guarded against but without developing a paranoia.

FOOTNOTES

CHAPTER III

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CHAPTER IV

REACTIONS TO INDUSTRY'S INVOLVEMENT

Negative

It has been said that from the critics come the true test of a materials worth. In the field of business and education, at least as far as classroom aids and teacher's workshops are concerned, the most vocal critics have been those directly or indirectly associated with the Nader Education Project. There is reason to believe that much of Nader's antipathy toward free materials has been generated by the energy situation. This energy area is by no means alone when it comes to being criticized by the Education Project. Two spokespersons from the Education Project are more often quoted than others--Ms. Shelia Harty and Mr. Richard Pollock. Their criticisms form the primary part of this section of the chapter.

Ms. Harty has stated that the educational efforts of business". . . indicate that the public relations departments of corporate industry, national trade associations, and public utilities are conducting a concerted campaign to offset a generally adverse image."[1]

This type of statement is given elaboration by Ms. Harty when she points out that if public images were not the important factors then why do businesses provide materials which are out of

step with the primary objective of the company. Her examples are the energy conservation materials offerred by J. C. Penny and the ecology and energy materials offerred by McDonalds.[2]

Mr. Pollock points out a disturbing facet of materials production which he alledges is true of any classroom material. The fact being the lack of testing and accountability. Pollock states the reason forpublishers not testing their materials is due to a lack of money.[3]

What appears to be poorly conceived and untested material, if the Education Project is to be believed, is finding the way into the classroom. The fact that the materials are reaching the classroom is undeniable. Reasons must be sought. Some plausible explanations advanced by Harty include pinched budgets and curricular innovations too fast for textbooks to keep up. Budgetary constraints seem most severe with only 1% of the budget going for instructional materials while 90% of classroom time is spent using the audio-visual or print material.[4] If Ms. Harty's premise that industry produced materials contain "insidious bias" is true[5] then there is just cause for her alarm since the freebies appear sanctioned by the schools for a captive audience.[6]

Industry contends, according to Harty, that any bias in the materials is offset by the teacher. Her retort to this idea is that the,"Teacher is definately an anticlimax."[7] This author, having taught and worked in an industry education program, takes umbrage with teachers being anticlimactic. If anything, it is the teacher who makes the calss. The general line of the Education Project seems to be anti-teacher as demonstrated by

Mr. Pollock's statement

> "Clearly in the complex and highly contentious debate over energy, our schoolchildren are receiving untested materials, drafted and promoted by corporate industry, and delivered by teachers ill-prepared to teach a topic that probably is as beguiling to them as it is for the ordinary citizen." 8

The author found that in adminstering a national energy assessment to a group of the "ill-prepared" teachers (by no means was the group scientifically selected) they did approximately 53% better than the random sample of the national survey. This proves nothing, of course, but it is the author's belief that it is indicative of the teacher abilities.

Other critics do not see the same type of "insidious bias" but do point to reasonable fears and suspicions on the adminstrator's part. Fear and suspition is occassionally a double sided proposition, in the case of industry, there is some disillusionment concerning the failure to achieve a constructive working relationship.[9] School people cannot subscribe to placing schools in a clearly subordinant position to the larger industrial community. If schools are to be partners they must demand equality. No adminstrator can subscribe to the statement,"What's good for the community is what the schools are to be about!"[10]

Whether or not business continues to fund educational enterprizes might well depend on whether the tax breaks continue for the expenditures for education. There is currently no federal regulation or guideline as to whether a particular item qualifies for tax relief or not.[11]

Perhaps there can be no concensus as to what qualifies for

tax relief. Some critics would say that nothing should qualify and others would exempt only certain materials. Pollock gives two examples of biased questions from an objectionable Florida Power and Light guide which he contends is reason for ending exemptions.

1)If electricity was eliminated, what jobs and conveniences would be eliminated?

2)If you had no electricity for schools, hospitals, and businesses how would your life change? 12

Whether these are biased or not the author will not make a judgment because of his own intimate involvement in the education programs of the electric utility business. The reader should decide if these are examples of bias and whether there should be any change as to the exemption or non-exemption of educational materials.

Positive

The negative comments on business involvement in education are very strong; the positive comments are equally strong. One observer ties in the business cooperation as necessary to save the country. He suggests that we, "Might. . .begin during public school years to educate future citizens to view <u>any</u> needed job both as a service to society <u>and</u> a means of earning a living."[13]

Other writers are not quite so lavish in their praise but most of them do note that the partnership is a very sensible thing. Neither business nor education can exist without the other; they are both on the same boat and will sink or float together.[14]

If the partnership is formed there is reason to believe that continued joint efforts will lead to more and more cooperation.

The problem might be in forming the original partnership.[15]

One writer noted that

> "The existence of sponsored(free) materials is one of the most visible areas where industry and education can and do cooperate and serve each other's mutually held needs and interests." 16

Industry materials are highly visible and one industry spokesman admonished companies who do provide educational materials to involve educators from the very beginning of the program. The educators would help in the evaluation, field testing, and in removing any overtly biased material.[17]

Many of the larger corporations have taken heed of this admonition and have hired former educators as heads of their school relations programs. Unfortunately only the larger organizations seem to be able to afford such a liason person.[18] Perhaps more work needs to be done in improving industry's aid to the schools. According to a 1978 Gallup poll there is a majority of the people who feel that career and vocational activities should not be separated from the schools. This feeling when taken in conjunction with another question dealing with more emphasis in certain areas particularly vocational indicated a strong desire to upgrade vocational education.[19]

What of the protestations about industry being involved in the classroom; Dr. William Hug, chairman of the Department of Curriculum and Teaching at the Teacher's College of Columbia University notes three things about business involvement:

1)Industry materials are among the best curricular material available.

2) These industry materials play an essential role in classroom instruction.

3)The level of collaboration is great and is getting greater.

Hug sees these three ideas as being a defense against those calling for a watchdog federal agency. He says that such an agency will only increase the suspicion and mistrust.[20]

Even one of the outspoken critics, Ms. Shelia Harty, admits that "Most industry materials are sent to the teachers upon request, rather than distributed unsolicited."[21] Dr. Jack Francis of Florida Power and Light says this one fact alone should be a good defense. Industry does not force any teacher to use any material in the classroom.[22]

Any evaluation of the positive benefits to school or business from a program stressing business involvement must be delayed for a while. The emotions run high--those who are against are vehement in their opposition just as those supporters are fervent in their endorsement. There may need to be a winnowing-out of these extremes and a closer examination.

One critic pretty well summed up the process when he said,

> "The future will reveal the extent to which business is able to repair its image. But the likelihood is that the marriage between corporation and campus will prove solid and lasting." 23

FOOTNOTES

CHAPTER IV

[1]Shelia Harty,"The Fortune 500 Goes to School," Environmental Action (20 May 1978): p. 4.

[2]Ibid., p. 3

[3]Richard P. Pollock, "Education Confronts the Energy Dilemma: Ralph Nader's Energy Project," Proceedings of the Sixth Annual Conference of the Council for Educational Development and Research, Washnington, DC, 22-24 June 1977, p. 71.

[4]Harty,"Fortune 500," p. 3.

[5]. Shelia Harty, "Who Produced These Teaching Materials?" Today's Education 67(November-December 1978): p. 62.

[6]Harty, "Fortune 500," p. 3.

[7]Ibid., p. 7.

[8]Pollock, "Education Confronts," p. 71.

[9]Peter P. Horoschak, "The Reality of Business-Education Partnership Programs," Education and Urban Society 4(November 1971): p. 27.

[10]Vernon F. Haubrich, "Business, Industry, and Schools," Educational Leadership 32(April 1975): p. 436.

[11]Harty, "Fortune 500," p. 5.

[12]Pollock, "Education Confronts," pp. 74-75.

[13]John J. Karakash, "Education for Two Worlds: Work and Citizenship,' Journal of College Placement 36(Summer1976): p. 34.

[14]Jerrald Shive and Joseph Rogus, "The School-Business Partnership: A concept Revitalized," The Clearinghouse 52(February 1979): p. 286.

[15]Gene Hensley and Mark Schulman, Two Studies on the Role of Busienss and Industry and Labor Participation in Career Education, (Columbus;OH: ERIC Document Reproduction Service, ED 141 508, 1977) p. 5

[16]Charles R. DuVall and Wayne J. Krepel, Free Materials and Education, (Randolph, WI: Educator's Progress Service, 1978), p. 199.

[17]John H. Francis, "Utilities in the Classroom: Why Not?" Paper presented at the Atomic Industrial Forum Conference, Houston, TX, 12 September 1978, p. 9.

[18]Samuel M. Burt, " Collaboration at the Crossroads: Business and Education," in The Courage to Change, ed. by Roman C. Pucinski and Charlene P. Hirsch,(Englewood Cliffs, NJ:Prentice-Hall, Inc., 1971), p. 143.

[19]George Gallup, "The 10th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," Phi Delta Kappan 60(September 1978): pp. 36-41.

[20]William E. Hug, "Are They Appropriate? That Is the Question," Today's Education 67(November-December 1978):pp. 63-64.

[21]Harty, "Fortune 500," p. 7.

[22]Francis, "Utilities in the Classroom," p. 9.

[23]Robert E. Brown, "A New Age for Education and Business," Change 11(May-June 1979): pp. 15-16.

CHAPTER V

CONCLUSIONS

Should business and industry be partners? What are the roles each has to play? What of the critics who decry the propoganda? What of the critics who see schools as hot beds of radicalism?

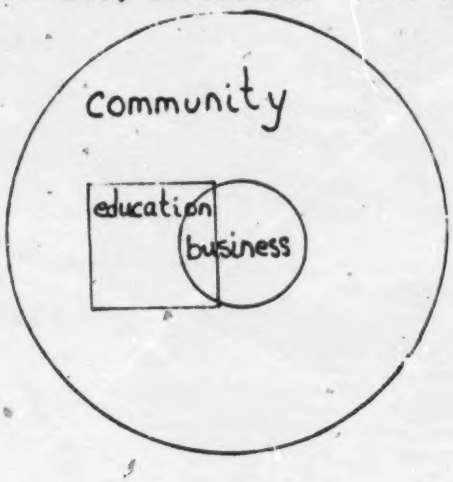
These questions are among the many which are truely unanswerable. This paper has only scratched the surface of business involvement through career education, classroom aids, and all the rest. There remains much doubt in the minds of many people that business can provide unbiased material. To those people put the question , "What are business people?" Then answer with the following enumeration:

1) They are former students.
2) Most are parents.
3) They are the student's major employer.
4) They are management experts.
5) They are community leaders. [1]

Again and again from business the nagging question why haven't schools done more? To these people , the answer that blame placing serves no useful purpose. Business and schools are equally at fault. Expectations for youth to be transformed from the sheltered school world to the real world overnight are attributible both to business and schools and is simply wrong.[2]

Many different business and educational avenues have been explored in this paper. No definitive conclusions can be reached

based upon thorough analysis there appear strong sentiments for business to continue to aid education. There will be challenges from those oppossed but the challenge will meet with only limited success. The author's opinion is based upon the interrelationships of community, business, education. This interconnection is shown in figure 1.



Whenever there are overlaps there is a tendency for the one-up-manship game. But overlaps also build a higher peak by increasing the elevation. This author believes the fighting to be uncovered should cease and attention paid to increasing the peak. Without business there can be no education and certainly without education there can be no business. From a contemporary song the most fitting sentiment..."United we stand...divided we fall."

FOOTNOTES
CHAPTER V

[1]Richard L. Lesher, "Education and Business: Partners for Human Progress," NASSP Bulletin 61(December 1977): p. 100.

[2]Fred A. Monaco, "The City is Our Classroom," VocEd 54(May 1979): p. 45.

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